**Focus Group: Primary Schooling 2**

**10 October 2011**

**2.30-4.00pm**

**Feedback**

**Data discussion**

Challenges with transition from kinder to school

* transition happens late in the year
* different understanding of where we are coming from
* AEDI- vocab and general knowledge important to participate in the curriculum
* Kinders need upskilling and knowledge
* Language experience of children in the model needs to be addressed
* Students commencing school with limited experiences, limited vocab, not attending kinder, poor attendance.

**Key Questions Discussion**

What have been the key priorities in schooling in WMR? What has worked /not worked?

* Coaches/consultants in literacy and numeracy.
* Common approaches, accountability. Leadership and teacher PLT
* Literacy
* Numeracy
* Coaching- school and region
* Leadership
* Graduate program
* EQUiP

*What hasn’t worked*

* Different messages from different consultants/coaches- need consistency.
* Some consultants didn’t have a good understanding of Victorian system.
* Challenging for teachers to be ‘coached’- the transparent classroom.
* Protocols around coaching and consultants needed
* Too much professional learning in a short period of time
* Literacy PL once a fortnight leading to teachers feeling overwhelmed
* Coaching professional learning for new coaches
* Need coaching protocols
* PL more effective with whole team, short and sharp 2 hour session rather than whole day.

What should our priorities be for the next 3 years? How do we make it stick?

* Continue to build on coaching, professional learning and content knowledge for teachers
* All school to have literacy and numeracy coaches
* Coaches need to be part of planning days
* School based coaches to be involved in coaching not having a full time classroom teaching load on top of coaching
* Annual conference for coaches with key note speakers
* 21stC and open learning classrooms need to develop professional knowledge
* Technology in schools- ultranet use, tech support needed, professional learning and devices needed
* Continue with EQUiP
* Differentiating the curriculum
* Need to maintain learning walks/ mentoring and instructional rounds
* Use data to inform teaching and track children’s progress
* Support staff with assessment and reading data
* Classroom libraries/comprehension/vocab
* Student self assessment/reflecting
* Differentiating the curriculum
* Classroom libraries/comprehension/vocab strategies
* Student self-assessment/reflecting
* Differentiation
* Focus on speaking and listening
* Use of technologies in the curriculum
* Attendacne for kids at risk when other strategies are exhausted
* Link between VELS & Aus Vels
* Enquiry approach. Staff still need to build content knowledge
* Upskilling new staff
* Differentiating according to need

Numeracy

* + Link to/integate with Aus curriculum
  + Develop teacher understanding of scope and sequence
  + Student reports don’t make Aus curriculum
  + Develop student reflection journal
  + Build content knowledge particularly level 4
  + Teachers to trust one another’s judgement
  + Vertical curriculum planning and mapping

Literacy

* Classroom libraries
* Comprehension
* Differentiation
* Need to extend brighter kids
* Have focused on strategies but not how to use them. Need to develop teacher knowledge
* Kids need to understand the learning intention
* Stick at work to date and continue to reinforce strategies

How can we best work on these priority areas together?

* Clearly defined roles like blueprint
* Coaches needed to support it
* Conference for coaches once a year
* Maintain support for coaches within network for professional support
* Maintain network meetings
* Use of technology/ wiki sites/ultranet to improve communication
* More professional learning for middle management to lead PLT
* Induction of new coaches and graduates
* More opportunity to improvise in the classroom. Move beyond literacy and numeracy
* Support for leadership to effectively lead and manage performance.